DOCUMENT RESUME

ED 048 673 24 EA 003 464

TITLE	ERIC Abstracts: A Collection of ERIC Document Resumes on Differentiated Staffing. ERIC Abstracts Series Number Nineteen.
INSTITUTION	American Association of School Administrators, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Administration.
SPONS AGENCY	National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
BUREAU NO	BR-8-0353
PUB DATE	Apr 71
CONTRACT	OEC-0-8-080353-3514
NOTE	34p.
AVAILABLE FROM	American Association of School Administrators, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($2.00, quantity discounts)
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Abstracts, Bibliographies, *Differentiated Staffs, *Paraprofessional School Personnel, *Staff Utilization, *Teacher Aides

ABSTRACT

ERIC abstracts on differentiated staffing, announced in RIE through March 1971, are presented. The key terms used in compiling this collection are "differentiated staffs," "staff utilization," "paraprofessional school personnel," and "teacher aides." The following information is presented for each document: Author, title, place of publication, publisher, publication date, number of pages, ERIC document ("ED") number, price and availability, and abstract. A subject index is cross-referenced with the document listing. (RA)

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ERIC Abstracts on:

Differentiated Staffing

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ERIC Abstracts

A Collection of ERIC Document Resumes on

Differentiated Staffing

Compiled by

the

ERIC Clearinghouse on
Educational Management
University of Oregon
Eugene, Oregon 97403

April 1971

PREVIOUS TITLES IN THIS SERIES

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PREFACE

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Philip K. Piele
Director

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ERIC Abstracts Series, Number Nineteen

Published by

American Association of School Administrators
1201 Sixteenth Street, N. W.
Washington, D. C. 20036

Single copy, $2.00

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INTRODUCTION

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To compile each list, a search is made of the RIE indexes, using key terms that define the topic being searched. The terms used to compile this collection of documents on differentiated staffing are DIFFERENTIATED STAFFS, STAFF UTILIZATION, PARAPROFESSIONAL SCHOOL PERSONNEL, and TEACHER AIDES. Relevance to the topic is the only criterion for listing a document. The listing is complete for all issues of RIE through March 1971. Not all of the listed documents were processed by this Clearinghouse.

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1. Abbott, Margaret, and others. The Impact of: The Teacher and His Staff; Implementation of the Teacher and His Staff. Final Report. Bismarck: North Dakota State Department of Public Instruction, 1970. 194 pages. ED 044 374 MF $0.65 HC $6.58.

   This final report of the three-year Grand Forks, North Dakota, ESEA Title III project focuses on the impact on the school district (11,500 pupils) and its instructional program of a six-school experiment in which two elementary and one junior high school were provided with one teacher aide for each six teachers. The introduction describes the community-school setting and objectives of the program. Part One, "We Saw It Happen: Individualized Instruction," has sections on flexible scheduling, the contract system, differentiated staffing rationale and description, vocational core, training teacher aides, inservice training, and evaluation implications. Part Two describes the significance of the impact of teacher aides on schools. Part Three contains reports of the program in each experimental school. Part Four, "The Teacher Aide in Special Education," has sections on language development, teaching motor coordination, and a comparative study of traditional procedures and operant conditioning procedures as applied to speech correction in public schools. Part Five summarizes subjective evaluations by teachers and aides. Part Six lists twenty-five publications (including various progress and continuation reports) and two films disseminated by the project.

2. Augenstein, Mildred B. Style is the Teacher. A Report of the Teacher Characteristics Project, 1967-68. Miami, Florida: Dade County Public Schools, 1968. 25 pages. ED 032 278 MF $0.65 HC not available from EDRS.

   The Teacher Characteristics Project, one of the five undertaken as part of the design of an individualized instructional system for Dade County schools, was set up to study the role of the teacher in the new system. A survey of literature, research, and projected strategies pointed up these trends and generalizations: (1) a shift in emphasis from the teacher as presenter of information to the teacher as facilitator of conditions for learning; (2) a greater emphasis upon the preactive phase of teaching where the teacher must work with superiors, peers, and many sources of data to diagnose the child skillfully, and expertly prescribe for his progress; (3) the phase of interactive teaching takes on the challenge of matching teaching style factors of influence, management, relatedness, tone, and operational level to learning style of the pupil and learning activity at hand; (4) the teacher's growing role in the evaluative phase of teaching, where the teacher's style must induce objective interpretation of the system as a whole and of his own part in it. Products of the study include a set of operational definitions,

a theoretical model for individual instructional staff assessment (teacher characteristics and behavior profiles), a man-machine model of instructional behavior, and a teaching style classification scale for use in producing teaching style profiles. The models and scale are included, plus discussion of implications for staff development and staff organization.

3. Barbee, Don. "Differentiated Staffing: Expectations and Pitfalls." Paper developed at NCTEPS Write-In on School Staffing Patterns, March 1969. Washington, D.C.: National Commission on Teacher Education and Professional Standards, National Education Association, 1969. 8 pages. ED 028 996 MF $0.65 HC not available from EDRS. (Available from Publications-Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036, No. 521-15638, $0.10 in quantity; single copy free.

   Once a differentiated staffing pattern has been adopted--with the understanding that it is not a panacea--staff members have an obligation to minimize distinctions of rank and prevent organizational rigidity by contributing in role areas other than their own and sharing in decision making. Teacher aides are not expected to be substitutes for teachers (who may wish to move into ancillary positions of planning and directing); nor does their employment necessarily signify a decrease in expenditures. Personality conflicts which may appear with team or group teaching may be resolved through therapeutic activities such as sensitivity training or through rotation of assignments.

4. Bhaerman, Robert D. Several Educators' Cure for the Common Cold, among Other Things, or One Unionist View of Staff Differentiation. Washington, D.C.: American Federation of Teachers, 1969. 17 pages. ED 029 825 MF $0.65 HC $3.29. (Also available from American Federation of Teachers, 1012 Fourteenth Street, N.W., Washington, D.C. 20005, free.)

   The assumption that instructional responsibility is to be gauged and compensated for on the basis of the specialty of teaching tasks is the most unacceptable thesis of differentiated staffing, because of the difficulty of determining the relative degree of importance of the various teaching roles (e.g., curriculum developer, applier of research, classroom instructor). A more realistic alternative to professionally unsound hierarchical arrangements would be one that places the differentiated tasks of the specialists (in media, in diagnosis, in instructional technique) and the "generalists" on a horizontal continuum. And until a workable and justifiable alternative is found, the present salary schedule concept is the only manageable choice, unless one schedule for both teachers and administrators is considered. Stabilization of the teaching profession will first require (1) a reinforcement of the attitude that teaching is a cooperative, fraternal effort calling for solidarity

among teachers, and (2) an effort by teachers and administrators to encounter the divisiveness evident in vertical certification and vertical differentiation plans. A continuous progress alternative to the hierarchical ladders should be developed in the form of individualized inservice education programs--within a framework of certification justice for all teachers. Included are further suggestions for certification and inservice education changes, plus the results of a pilot study on the relative importance of various teaching roles.

5. Bhaerman, Robert D., comp. AFT QuEST Report on Differentiated Staffing. Washington, D.C.: American Federation of Teachers, 1969. 24 pages. ED 033 914 MF $0.65 HC $3.29. (Also available from American Federation of Teachers, 1012 Fourteenth Street, N.W., Washington, D.C. 20005.)

   This "Study Outline on Differentiated Staffing" is a compilation of writings on the subject designed to highlight the major assumptions and elements. The outline items are reported directly as they appear in the literature, with many ideas keyed to the fifty-nine-item bibliography. The author's comments and suggestions are inserted in italics throughout. Major topics in the outline are: (1) major objectives of differentiated staffing (eleven are listed); (2) some of education's troublesome problems and how differentiated staffing relates to them (twenty are noted); (3) descriptions drawn from various differentiated staffing models (the Temple City, California, model is presented in greatest detail); (4) strengths (a list of fourteen); (5) weaknesses and other significant questions (twenty items); (6) primary issues where the concept of differentiated staffing directly relates to areas of collective bargaining (eight are listed); (7) the position and views of the American Federation of Teachers; and (8) the author's personal views. Another section of "Favorite Quotes" is included for further examination, and a more extensive quotation from the American Teacher (May 1969) discusses the questions: (1) Where is differentiated staffing being implemented? (2) How does it differ from traditional staffing patterns? and (3) Is it an educational fad and what are some safeguards against it becoming such?

6. Bowman, Garda W., and Klopf, Gordon J. Auxiliary School Personnel: Their Roles, Training, and Institutionalization, Based on a Nationwide Study of Teacher-Aides, Teacher-Assistants, Family Workers, and other Auxiliary Personnel in Education, Conducted for the Office of Economic Opportunity. New York: Bank Street College of Education, 1966. 22 pages. ED 026 713 MF $0.65 HC $3.29.

   The employment of teacher aides, guidance aides, family workers, and other auxiliary school personnel has increased sharply, but preparation for such new programs has not kept pace. Advantages of using

auxiliary personnel in school systems include: (1) more individual attention for students, (2) improved teaching conditions with more teacher time for professional duties, (3) easing of the shortage of professionals, and (4) provision of a means by which unemployed and educationally disadvantaged persons may enter the mainstream of productivity. Difficulties that might arise for administrators, principals, teachers, and auxiliaries in the deployment of auxiliary personnel range from problems of job titles, salaries, and training requirements to concern for professional standards and the limited backgrounds of most auxiliaries. Recommendations concerning the development and use of auxiliaries include: (1) that role specifications and prerogatives of auxiliaries be clearly defined, (2) that there be preservice training to develop communication and job skills, (3) that there be a continuing inservice training program, (4) that cooperation of community colleges be sought for training auxiliaries, and (5) that use of auxiliary personnel be institutionalized into a program that offers job security and is an integral part of the school.

7. Bowman, Garda W., and Klopf, Gordon J. Training for New Careers and Roles in the American School. New York: Bank Street College of Education, 1969. 18 pages. ED 028 146 MF $0.65 HC $3.29.

This paper contains discussion and recommendations regarding the training of school personnel to work as teams. An introductory section lists administrative actions needed as prelude to the introduction of auxiliary (paraprofessional) personnel into the school setting. The purposes of team training are discussed, and training objectives (growing out of research on adult learning patterns) are listed. Included also are lists of competencies that need to be learned by all team members, by administrators and supervisory personnel, by teachers and ancillary personnel (other professionals such as specialists in guidance, social work, or library service), and by auxiliaries themselves. A taxonomy of staff development activities which might be used as training techniques includes definitions of (1) various structures for training programs, (2) group procedures for presenting information, (3) individual and small-group procedures for self-exploration and situation analysis, and (4) individual or group procedures for experimental learning simulation techniques, such as case study or role playing. The taxonomy is followed by discussion of the coordination of objectives and procedures. Appended are a list of the National Advisory Commission and a seven-item list of "Resources Available" including audiovisual and written materials.

8. Cheuvront, Robert F. The Use of Teacher Aides in Colorado Schools: Presenting the Results of the Colorado Work Conference on Auxiliary Personnel in Education, April 8-9, 1968. Denver: Colorado State Department of Education, 1968. 29 pages. ED 024 654 MF $0.65 HC $3.29.

This document discusses various aspects of the training and utilization of "teacher aides" (used here to refer to the paraprofessional, lay assistant, nonprofessional, teacher helper, assistant teacher, or auxiliary personnel whose work may include "all those functions the non-certificated person might perform in the educational enterprise"). It is based largely on the conclusions reached in task-oriented conference discussions by teams of participants who included school board members, superintendents, principals, teachers, counselors, teacher aides, and representatives of professional associations. Following a position statement by the Colorado State Board of Education taking a positive stand on the utilization of teacher aides in Colorado schools, there are sections on: preplanning for the use of teacher aides; recruitment, selection and placement; preservice education; inservice education; possible functions of aides (who may assist with classroom work, home-school interaction, counseling, reference center or library services, technical services, or general school services); career development of aides; the team approach; and evaluation of research. Included also is a fifty-six-item list of selected readings on "Teacher Aides in Education" and "Colorado Statutes Related to the Employment of Teacher Aides."

9. Crenshaw, Joseph W., and others. Florida Flexible Staff Organization Feasibility Study. Interim Report. Tallahassee: Division of Curriculum and Instruction, Florida State Department of Education, 1969. 73 pages. ED 033 086 MF $0.65 HC $3.29.

The rationale and master plan have been developed, in accordance with legislative mandate, for the planning and implementation of a Flexible Staff Organization (FSO) feasibility study involving the operation of model FSO projects in selected Florida elementary and secondary schools. Objectives are to explore patterns of staff utilization involving differentiated levels of instructional responsibility and compensation, individualized instruction, time flexibility, instructional support systems, personnel involvement in decision making, and flexible use of physical facilities. The state legislature would provide primary funding for the operation of at least five pilot centers by local school systems, and the state department of education would set up an organizational network to coordinate model programs and would be responsible for the state-level operational components: research and evaluation, information dissemination, educational training, and operation and support. The proposed minimum time table outlines a four-year schedule including program and functional analysis phase, development and staging phase, implementation of pilot models, model modification phase, and model evaluation phase. Included in this progress report are the financial plan and budget, proposed funding legislation, organization and process flow-charts, and a sixty-two-item bibliography on differentiated staffing.

10. DeHart, Ruth. Parameters of the Teacher Aide Role: A Study of Teacher Aides in Selected Gulf Coast School Districts. Final Report. Houston, Texas: Gulf School Research Development Association, 1968. 47 pages. ED 032 277 MF $0.65 HC $3.29. (Also available from Gulf School Research Development Association, 3801 Cullen Boulevard, Houston, Texas 77004, $2.00.)

A survey was conducted to provide information useful to school administrators as they plan for initial or continued use of paraprofessional personnel. A questionnaire was developed for use in interviews with sixty-three principals, supervising teachers and librarians, and teacher aides in seventeen randomly selected Texas school districts in the GUSREDA (Gulf School Research Development Association) area. Aims were to determine: what teacher aides do; what type of assignments prove most effective; whether specific tasks can be performed as well by aides as by teachers; how aides support the learning process and whether they have a positive effect on it; whether it is possible for aides and certified teachers to work together effectively in planning and improving the learning process; whether or not aides can successfully perform their duties without special training; and whether definitive job descriptions should be established. Included in the presentation and interpretive discussion of data are sections on (1) the aide programs: duties, qualifications, recruitment, selection, assignment, training, conditions of employment, and how aides view their role; (2) critical issues: administrative, interpersonal, and behavioral; and (3) conclusions: defining the role of aides, training and utilizing them, and funding the program. The interview questionnaire is included.

11. Earl, S. A. "Differentiated Staffing." Paper delivered at Western Canada Administrators' Conference, Banff, Alberta, October 10, 1969. 29 pages. ED 036 885 MF $0.65 HC $3.29.

Creating more differentiated, specialized work roles within teaching can be viewed as a response to a structural lag in school systems. Organizationally, differential staffing attempts to correct inefficent use of human resources by providing a more individualized program to maximize the use of teacher talent. This paper discusses aspects of differential staffing, the advantages and disadvantages of differential teaching assignments, and examples of programs that have been described in recent literature.

12. Edelfelt, Roy A. "A Possible Dream: A New Education and New Models of Teacher. The Year of the Non-Conference. Emphasis: The Teacher and His Staff, Working Paper 2." Product of the 1967-68 Regional TEPS Conferences. Washington, D. C.: National Commission on Teacher Education and Professional Standards, National Education

Association, [1968]. 11 pages. ED 030 615 MF $0.65 HC not available from EDRS. (Available from National Commission on Teacher Education and Professional Standards, 1201 Sixteenth Street, N.W., Washington, D.C. 20036, limited supply available.)

The introduction to this working paper notes that its purpose is to provoke creative and critical discussion and thought about the business of remaking the teaching profession. The major section analyzes some aspects of our culture that point up the need for a new education, listing and challenging assumptions about schools, learners, and society upon which educators have habitually operated and which still dominate educational thought and action. Other sections ("A New Education" and "New Kinds of Teachers and New Concepts of Teaching as a Career") predict and describe developments implied by the reinterpretation of assumptions that are no longer valid. The final section poses ten questions designed to elicit discussion and action in remaking education and the teaching profession. Included is a six-item list of references on differentiated staffing models.

13. English, Fenwick. Et Tu, Educator, Differentiated Staffing? Rationale and Model for a Differentiated Teaching Staff. TEPS Write-In Papers on Flexible Staffing Patterns, Number 4. Washington, D.C.: National Commission on Teacher Education and Professional Standards, National Education Association, 1969. 24 pages. ED 033 896 MF $0.65 HC not available from EDRS. (Available from Publications-Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036, No. 521-15644, $0.10.)

In developing a rationale for the reorganization of educational institutions, the author examines the fallacies inherent in current organizational practice and discusses the potential advantages of differentiated staffing, particularly in terms of improved teacher morale, increased teacher effectiveness, and decreased teacher turnover. He presents and describes the Temple City model (a plan based on a hierarchy of differentiated teaching responsibilities rather than on a hierarchy of learning) and stresses its adaptability to existing school systems. Among the areas of responsibility differentiated by the Temple City plan are instructional management, which features an advanced teacher as a learning engineer; curriculum construction, which adds to a teacher's responsibilities; emerging curricular theory and design by discipline structure; and advanced skills in the practical application of research for the improvement of instruction. Among the advantages the author sees in this type of differentiated staffing are: (1) the decentralization of decision making; (2) the creation of new and more autonomous teacher roles producing increased flexibility and an organizational "inequality" that makes provisions for individual differences

among students and teachers; and (3) the establishment of new career patterns and incentives for teachers according to their individual talents and development.

14. Esbensen, Thorwald. Working with Individualized Instruction: The Duluth Experience. Palo Alto, California: Fearon Publishers, 1968. 122 pages. ED 033 090 Document not available from EDRS. (Available from Fearon Publishers, 2165 Park Boulevard, Palo Alto, California 94306, $2.75.)

    This book describes a program of individualized instruction in action--a program that began in one elementary school, was adapted to the varying needs of other schools, and is now expanding toward involvement of all of the students in the Duluth public school system. The introductory chapter defines the ideal of individualization ("an arrangement that makes it possible at all times for each student to be engaged in learning those things that are most appropriate for himself as an individual") and identifies minimum requirements for its actualization (inservice work of volunteer teachers in the development of behavioral objectives, of materials relevant to these objectives, and of possible ways to approach the central problem of classroom management in the formal school environment--differentiated staffing, flexible scheduling, room modification, student contracts, etc.). The final three sections describe the introduction of individualized instruction in three elementary schools and the ways in which the program proved adaptable to a wide variety of situations--to a very old school building and a newly designed one, to educationally deprived students and to able students involved in a humanities program, and to a project with minimal outside financial support and one operating under a sizable Title I grant. Sample materials, specific procedures, and evaluative observations of both practical and general value are provided throughout the book.

15. Feldman, Richard, and others. An Annotated Bibliography on Auxiliary Personnel in Education: With Selected Titles Relevant to Training Auxiliaries (Paraprofessionals) and Teachers for Partnership in a School Setting. New York: Bank Street College of Education, 1969. 100 pages. ED 025 487 MF $0.65 HC $3.29.

    This annotated bibliography surveys the literature since 1960 on paraprofessional school personnel. Entries are divided into four major categories: the school system (204 items), preschool education (15 items), elementary education (48 items), and secondary education (16 items). Each category is then subdivided into (1) general concepts, (2) models of actual programs, and (3) training guides and manuals. There are no entries under the third subdivision for

either elementary or secondary education. Titles that are highly recommended for trainers and trainers of trainers are marked with an asterisk and also listed separately. An alphabetical index of titles is appended.

16. Grambs, Jean D., and others. Paraprofessionals and Teacher Aides: An Annotated Bibliography. Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1970. 45 pages. ED 036 482 MF $0.65 HC $3.29.

    The 167 citations included in this annotated bibliography on the training of paraprofessionals and teacher aides are presented under the following headings: (1) general training (seventy-one entries); (2) training aides for specialized roles--preschool and elementary programs, home visits, aides for disadvantaged, adult education, special curriculum and media aides, and volunteers (thirty-six entries); (3) training specific persons as aides--the disadvantaged and the teenager (thirty-seven entries); (4) career development programs (twelve entries); (5) junior college training programs (eight entries); and (6) bibliographies on training aides (three entries). In addition to a descriptive annotation, each citation includes information about the price and availability of the document (whether it is available from the ERIC Document Reproduction Service--hard copy and/or microfiche--or from another source).

17. Greenberg, Barry. Review of Literature Relating to the Use of Nonprofessionals in Education (From 1942 to 1967). New York: Training Laboratory, New Careers Development Center, 1967. 18 pages. ED 024 855 MF $0.65 HC $3.29.

    A review of literature between 1942 and 1967 on the use of nonprofessionals in elementary and secondary education indicates that authors involved in some way with teacher aide projects tend to be favorably impressed, while those lacking such involvement are critical. Difficulties in class management, supervision, and evaluation have been cited by those opposed to teacher aides. Proponents have cited advantages in meeting crises, recruiting teachers, enriching the curriculum, involving lay citizens in worthwhile activities, increasing student achievement, and creating an atmosphere conducive to wholesome personality development. In general, the use of teacher aides has become an acceptable part of the educational scene. Recent related findings also show that low-income, relatively uneducated nonprofessionals can serve effectively in--and derive benefits from--meaningful teacher aide positions. The document includes thirty-three references.

18. Haberman, Martin, ed., and Persky, Blanche, ed. Preliminary Report of the Ad Hoc Joint Committee on the Preparation of Nursery and Kindergarten Teachers. Washington, D.C.: National Commission on Teacher Education and Professional Standards, National Education Association, 1969. 33 pages. ED 032 924 MF $0.65 HC not available from EDRS. (Available from Publications-Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036, $0.50.)

This report contains recommendations for agencies concerned with the preparation and certification of professionals and the licensing of paraprofessionals to work with young children. People with leadership and supervisory skills are essential for college teaching, on-the-job supervision, and consultative services. Personnel on all levels should be trained to function as a team, and the concept of upward professional mobility should be part of the certification process. Preparation of professionals and paraprofessionals must be a joint effort carried out by educational and community agencies. Direct involvement with preschool children in community-based settings is recommended, for training should provide both knowledge of subject matter and an understanding of young children. At all levels of teaching, certification should depend upon demonstrated competence, and criteria and procedures for evaluating competence should be established. Both training programs and certification requirements should be flexible enough to permit competent persons with limited training to begin working with children. There should be more than one route to certification and licensure based on competence rather than credits, and new approaches to inservice training for teachers should be designed.

19. Island, D. David. Paraprofessionals and Behavioral Objectives. Seattle: University of Washington, 1970. 8 pages. ED 040 454 MF $0.65 HC not available from EDRS.

An introductory editorial, concerned with the "credibility gap" between educators of educators and their various constituencies, lists numerous deficiencies on the educational scene today. The bulk of the paper is limited to a discussion of two relevant items: (1) research on the use of paraprofessionals in educator training institutions; and (2) research on applying the notions of behavioral objectives and performance criteria. Five possible uses of paraprofessionals in educator training programs are considered and examples given of such roles as field experience supervisors; liaison personnel for student-faculty action-education programs in communities; in-house consultants for on-campus seminars, classes, and courses; communications facilitators and translators; and community-to-college representatives. With such a definition of paraprofessional roles necessarily comes a

redefinition of educator roles. The concerns and fears of both groups are aired. The paper concludes, hopefully, that the notions of employment contingent upon knowledge about and proof of what one can do would eventually pervade the entire academic community.

20. Jordan, Daniel C. Report on the Task Force Meeting on Task Analysis and Role Definition. (Indiana State University, October 1967). Terre Haute: Indiana State University, 1967. 18 pages. ED 027 252 MF $0.65 HC $3.29.

    If education is to keep up with social and technological change, teachers must be learning and developing at a rate similar to that of students, requiring the educational staff to render highly diverse and wide-ranging services. The basic strategy essential to such services is the development of differentiated staffing patterns that will allow any given school district to meet its needs in terms of available resources. Priority tasks required for differentiating the profession include (1) collecting, organizing, storing, and disseminating all necessary information (especially role definitions and staffing pattern models) and (2) utilizing this information to create a favorable climate for change. Other recommended actions include reform of preservice and inservice teacher education and reeducation of teacher educators, identification of a large manpower pool, cooperation among educational agencies, and provision of financial and consultative assistance to project developers. The report includes three appendices: (1) lists of anticipated benefits (for students, teachers, and the public) of differentiated staffing structure; (2) an example of a differentiated staffing pattern model with task analysis for the positions of professional specialist, learning engineer, staff teacher, academic assistant, and technical assistant; and (3) a list of problem areas needing priority attention.

21. Kirkpatrick, Laurence, and Shambeck, Lillian. An Evaluation of Staff Utilization Projects in the Centinela Valley Union High School District. Hawthorne, California: Centinela Valley Union High School District, 1963. 121 pages. ED 002 568 MF $0.65 HC $6.58.

    An evaluative study of staff utilization patterns was undertaken with four major goals: to measure student progress under various team patterns, to determine student and teacher reaction to new designs and particular aspects of team teaching, to establish criteria for more definite evaluative procedures, and to establish stronger, more workable team programs through research findings. The ultimate aim was to provide learning opportunities for youth through the discovery and application of the best methods of instruction. Limitations included disparity between student-teacher ratios with team and

control groups, necessity for better control conditions by eliminating the teacher variable, and questionableness of some data because tests had been administered under varying conditions. Impressions were borne out by test results, student questionnaires, and teacher questionnaires. Measured proficiency of team-teaching groups was generally better than that attained by control groups. Eliminating one or two days a week from conventional student programs had no deleterious effect on measured group proficiency. Discipline problems were minimized. Students enjoyed the chance to participate in small groups and praised the program in its preparation for college, encouragements of creativity and independence, and the high level of teacher planning and preparation. Teachers showed enthusiasm for the program and felt that the more responsible students profit best from team programs. They listed flexibility of schedule, quality of work accomplished, and improvement in classroom climate as the most popular features of team teaching. Even though teams differed in subject matter, student level, size, purpose, methods and plans, it was shown that individual structure of each team had little bearing on eventual results. Proficiency tests show adequate or higher scores. Students and teachers were well satisfied.

22. Klopf, Gordon J., and others. A Learning Team: Teacher and Auxiliary. New York: Bank Street College of Education, 1969. 175 pages. ED 031 438 MF $0.65 HC $6.58. (Also available from Mr. Michael Neben, Bureau of Educational Personnel Development, U.S. Office of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.)

This book presents a design to train all school personnel for effective cooperation when auxiliaries (paraprofessionals) are introduced as members of the multilevel, multifunctional educational team. Major chapters discuss (1) institutional setting for team training, (2) concepts of adult learning with implications for training, (3) needed competencies and possible training processes, (4) the experimental approach as central to team training, and (5) evaluation of the training program. Focus is on procedures and models for inservice team training of persons of different competencies, but implications for preservice education are also discussed. Appendices include: suggested design for state work conference in auxiliary personnel; possible functions of auxiliary personnel; report on auxiliary personnel in Minneapolis Public Schools; report on the training of teacher aides in eastern Kentucky; abstracts of auxiliary utilization programs in Berkeley, California, and Detroit, Michigan; guide for training educational assistants in the elementary schools of New York City; curriculum content areas for auxiliaries and for teachers; stages in small-group development; multimedia aids for auxiliary personnel; resources for intensive short-term training; bibliography of manuals, guides,

and supplementary materials for trainers; and bibliography on adult learning.

23. Los Angeles City Schools. How to Organize a School Volunteer Program in Individual Schools and Suggested Volunteer Aids. California: 1968. 45 pages. ED 036 463 MF $0.65 HC $3.29.

The School Volunteer Program of Los Angeles is designed to assist teachers in providing more individualization and enrichment of instruction, to increase children's motivation for learning, to provide an opportunity for interested community members to participate effectively in the school's program, and to strengthen school-community relations through this positive participation. The purpose of this pamphlet is to describe the general operation of the program and to introduce a variety of materials and guidelines related to the following topics: (1) recruitment and selection procedures, (2) preservice orientation and inservice training of school volunteers, (3) program administration and organization (including a differentiation of the responsibilities of staff coordinator, classroom teacher, school volunteer chairman, volunteer area coordinator, and school volunteer); and (4) suggested areas of service (differentiating responsibilities according to services requiring minimal, average, or special skills or training). The pamphlet includes a list of publications, available from the School Volunteer Office, designed to be of practical value in program design and implementation and to treat a wide variety of topics--for example, "Interviewing School Volunteers," "School Volunteers Handbook," or "How I Can Help Children Learn to Read."

24. McKenna, Bernard. A Selected Annotated Bibliography on Differentiated Staffing. Washington, D. C.: ERIC Clearinghouse on Teacher Education; and National Commission on Teacher Education and Professional Standards, National Education Association, 1969. 16 pages. ED 033 898 MF $0.65 HC $3.29.

The thirty-one items selected for this annotated bibliography deal directly with the differentiation of school staffs. Reports on auxiliary personnel, team teaching, and other staffing arrangements are not included. ED numbers are noted on nine of the items that are available through Research in Education.

25. Marin County Superintendent of Schools. Staff Differentiation. An Annotated Bibliography. San Rafael, California: 1970. 21 pages. ED 043 591 MF $0.65 HC $3.29.

This annotated bibliography reviews selected literature focusing on the concept of staff differentiation. Included are sixty-two items

(dated 1966-1970), along with a list of mailing addresses where copies of individual items can be obtained. Also a list of thirty-one staff differentiation projects receiving financial assistance from the U.S. Office of Education is provided.

26. National Education Association. Report of the NEA Task Force on Paraprofessionals. Washington, D.C.: National Education Association, 1970. 18 pages. ED 044 365 MF $0.65 HC not available from EDRS.

This booklet summarizes the findings of the task force which met for two, two-day meetings in January and March 1970 to review ongoing programs concerned with paraprofessionals, and to hear from several National Education Association (NEA) units and from paraprofessionals themselves. The report contains (1) a brief examination of the history and present status of paraprofessional school personnel; (2) discussion of definition, roles and functions, and needs of paraprofessionals; and (3) recommendations of the task force to NEA. The definition set forth is this: "'Paraprofessional' denotes that segment of auxiliary personnel working directly with professional educators to assist them in discharging their professional duties" (including teacher aides, lay readers, and instructional aides). The needs of the group include identification of roles and responsibilities in relation to the professional educator, preservice and inservice training programs for all personnel involved in paraprofessional programs, and establishment of an organizational structure related to the united teaching profession to meet their economic and organizational needs. Recommendations focus on expansion of the NEA/ACT auxiliary personnel program to give it the status of division or section within NEA. A request for allocation of funds for several specific purposes is included. Also listed are guidelines designed to assist local, state, and national associations in efforts to organize paraprofessionals.

27. National Education Association, Association of Classroom Teachers. The Classroom Teacher Speaks on His Supportive Staff. Report of the Classroom Teachers National Study Conference on the Classroom Teacher and His Supportive Staff (November 25-26, 1966). Washington, D.C.: 1967. 37 pages. ED 029 805 MF $0.65 HC not available from EDRS. (Available from Publications-Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036, No. 111-03896, single copy $0.25.)

The body of this publication is a synthesis of conference participants' answers to five questions. Material is listed under (1) jobs that can be done by others--clerical work, teaching-related activities, non-teaching assignments; (2) jobs that should be done by the classroom teacher--management of the teaching assignment, development of

the policies that affect the teacher and the educational program entrusted to his care, direction of continuing inservice education programs; (3) personnel on the teacher's staff--certified educators, professional noneducators, paraprofessionals, and others; (4) reasons why the teacher should have a supportive staff--for the enhancement of learning experiences of children, of teacher effectiveness, of services of administrative and supervisory school personnel, of professional prestige of the teacher, of teacher retention and recruitment, and of the public image of the school; and (5) blocks to such school reorganization--tradition, human resistance to change, unimaginative and insecure teachers and administrators, inadequate planning, inservice education programs, personnel policies for auxiliary staff, school financing, and state laws. Included also are specific recommendations for action to the national and state departments of classroom teachers, the local associations, and local school systems.

28. National Education Association, Association of Classroom Teachers. Classroom Teachers Speak on Differentiated Teaching Assignments. Report of the Classroom Teachers National Study Conference on Differentiated Teaching Assignments for Classroom Teachers. Washington, D. C.: 1969. 21 pages. ED 030 593 MF $0.65 HC not available from EDRS. (Available from Publications-Sales Section, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036, No. 111-03948, $0.25.)

This pamphlet synthesizes the thinking of sixty classroom teachers (from forty-one states and with a variety of professional experience and backgrounds) on the subject of differentiated staffing and its implications for classroom teachers as individuals, as part of school system staffs, and as members of professional associations. Introductory sections describe the differentiated staffing concept, which the conference group supported, and trace the background of the Association of Classroom Teachers' (ACT) concern with the subject. The seven main sections present the consensus, quoting individual responses to questions regarding (1) the type of student that society demands and the implications of these expectations for teachers, (2) differentiated teaching assignments for classroom teachers, (3) advantages of the differentiated teaching assignments, (4) drawbacks of such assignments, (5) conditions necessary and steps to be followed if a school is to initiate a new staffing pattern based on differentiated assignments, (6) responsibility of the professional associations to provide leadership in bringing about staffing changes, and (7) unresolved issues recommended for continued study. An appendix includes a roster of conference participants, analyses of participants by teaching assignment and years of experience, and a list of NEA-published resource materials.

29. National Education Association, National Commission on Teacher Education and Professional Standards. A Position Statement on the Concept of Differentiated Staffing. Washington, D.C.: 1969. 8 pages. ED 033 882 MF $0.65 HC not available from EDRS. (Available from National Commission on Teacher Education and Professional Standards, 1201 Sixteenth Street, N.W., Washington, D.C. 20036, free.)

The National Education Association (NEA) National Commission on Teacher Education and Professional Standards (NCTEPS), believing that the differentiated staffing concept is a promising idea worthy of development and testing, encourages (1) development of a wide variety of model plans for differentiation of school staffs; (2) the full partnership of teachers and local education associations in developing designs and carrying on experimentation, evaluation, and (if determined appropriate) full implementation; (3) well-planned and controlled tryouts of models in a limited number of school settings; (4) rigorous evaluation of experiments employing a variety of appropriate criteria; (5) dissemination of information about models, experimentation, and objective interpretation of the findings from evaluation; and (6) development of means of implementing or adapting whatever successful techniques result. Included in the paper are a section on "Rationale for Change in School Staffing Patterns," which lists circumstances indicating that present roles of teachers and other personnel require further refinement and differentiation, and a series of "Discussion Paragraphs" on definition of the differentiated staffing concept, evaluation to be employed in giving the concept an objective trial, career patterns in teaching, the generalist teacher, and the "centrality of functions."

30. Niskayuna Public Schools. Cooperative Program in Educational Personnel Reorganization, Utilization and Continuing Education. A Prospectus. Niskayuna, New York: Office of Research and Development; and Niskayuna Teachers Association, 1969. 14 pages. ED 032 275 MF $0.65 HC $3.29.

As a result of experience with teacher aides, curriculum change, and a student independent study project based on student use of self-operated technological devices, a four-year project in the Niskayuna, New York, schools has been planned to combine the training and continuing education of teachers (within the normal working day) and more effective use of educational personnel to produce within the school system a flexible capacity for effecting planned change. Objectives for the first year include (1) pilot programs involving differentiated staff teams; (2) a complete analysis, in cooperation with System Development Corporation, of the tasks of educational personnel (based on tasks implied within a description of the learning environment

and on those identified from pilot project data); (3) definition of a series of differentiated roles (with job descriptions) from administrative to clerical levels; (4) development of a training program (primarily self-instructional materials) for each differentiated role; (5) development of a plan for initiating six to eight operational teams to test the new roles in realistic school settings; (6) specification of behavioral and attitudinal changes expected from students and staff; and (7) establishment of a continuing evaluation program. Included are a list of needs for the program; descriptions of the project design and organizational structure; lists of activities for the second, third, and fourth year; and an estimated budget.

31. Piele, Philip K. New Sets of Jobs for School Personnel. Analysis of Literature and Selected Bibliography. Analysis and Bibliography Series, Number 3. Eugene: ERIC Clearinghouse on Educational Administration, University of Oregon, 1970. 18 pages. ED 043 112 MF $0.65 HC $3.29.

    This review analyzes the trend toward differentiation of secondary school instructional staffs to include teacher aides, technical assistants, clerical assistants, and staff specialists in addition to professional teachers. Attention is also given to the redefinition of professional and nonprofessional roles within a differentiated staffing arrangement. A ninety-six-item bibliography of related literature is included.

32. Provus, Malcolm, and others. Staffing for Better Schools (Under Title I, Elementary and Secondary Education Act of 1965.) Washington, D. C.: Division of Compensatory Education, Office of Education, Department of Health, Education, and Welfare, 1967. 47 pages. ED 034 717 MF $0.65 HC not available from EDRS. (Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, No. FS5.223:23049, $0.30.)

    The introductory chapter of this booklet describes the problems which ESEA Title I funds (over a billion dollars to local school districts) were intended to help solve. Each of five chapters is devoted to descriptions of a number of specific Title I projects, presented as examples of what local school districts might undertake in improving the experience of educationally deprived children. The chapters and some of their subtopics are: (1) "Training Better Teachers and Getting New Ones"--a citywide workshop, summer teacher projects, shortcut to teacher recruitment, teachers on part-time schedule, master teacher and student teacher practicum, and teaching remedial reading to subject specialists; (2) "Aides for Teachers"--home visiting-aides, training of child-care aides, lay readers, recruiting and training aides, foreign language laboratory aides, and typical duties of

aides; (3) "School Volunteers"--volunteers for a reading program and for conversational English, teenage volunteers for libraries, and senior citizen volunteers; (4) "Child-to-Child Tutoring"--sixth graders tutoring first graders, research in attitudinal changes of tutors, tutors devising their own curriculum, tutoring built on out-of-school interests, and a babysitting service; and (5) "A Community Has All the People a School Needs"--partnership with the university, high school remedial reading in college, guests from other lands, self-teaching by typewriter, adventure in a Kentucky hollow, and community resource representative.

33. Rauch, Sidney J. "Using Paraprofessionals as Reading Aides." Paper presented at the International Reading Association Conference, Anaheim, California, May 6-9, 1970. 14 pages. ED 040 030 MF $0.65 HC $3.29.

    The use of paraprofessionals in the schools has been accepted on a nationwide scale. It is no longer a question of whether they should be used in classrooms, but how best to prepare them and to use their talents and potential. The author offers suggestions and guidelines for accomplishing these goals. Topics covered are: (1) selection, including such precautions as making sure everyone concerned knows that the classroom teacher is in charge, and correctly teaming classroom teacher and paraprofessional; (2) preparation of paraprofessionals as reading aides and provision for their advancement; (3) the instructional program (preservice and inservice), including a suggested listing of basic topics to be covered; (4) reading jobs for the paraprofessional; and (5) teacher evaluation of paraprofessionals, including a sample evaluation form. A bibliography is included.

34. Riessman, Frank, and Gartner, Alan. The Instructional Aide: New Developments. New York: New Careers Development Center, New York University, 1969. 16 pages. ED 029 832 MF $0.65 HC $3.29. (Also available from New Careers Development Center, New York University, 238 East Building, New York, New York 10003, $0.25.)

    The use of paraprofessionals in new career positions in public schools has spread rapidly. Measurements of reading readiness and achievement indicate that teacher aides trained in tutoring improve pupil performance. The utilization of students for cross-age teaching, parents to read to children, and community members as "street academics" is suggested for further improvement of pupil performance as well as the integration of school with community. The employment of community people in the schools increases the school's responsiveness to community mores, meets present staff shortages, decreases pupil-teacher ratios, increases opportunities for more individualized instruction, and contributes to the development of differential staffing

patterns. The employment of paraprofessionals should be accompanied by adoption of a career advancement system by which paraprofessionals can advance to teacher positions and by which teachers' motivation can be encouraged and recognized. Dangers inherent in the new careers trend are the assimilation of paraprofessionals in the educational structure without restructuring education, the transfer of nonprofessional teaching tasks without increasing professional effectiveness, and the selection of paraprofessionals who do not represent the community.

35. Rittenhouse, Carl H. An Interpretive Study of the Use of Paraprofessional Aides in Education. Menlo Park, California: Stanford Research Institute, 1969. 91 pages. ED 032 294 MF $0.65 HC $3.29.

This document summarizes and interprets the findings of a study of teacher aide programs operating in nineteen school districts throughout the country. An in-depth interview approach was used with teachers, administrators, parents, and paraprofessional aides in each district. ("Paraprofessionals" are here defined as those who perform functions previously performed only by teachers--i.e., instructional, administrative, and social service functions, rather than routine hall, playground, or lunchroom monitoring.) The results of these interviews and of background research are summarized under the following headings: (1) roles and functions of aides, (2) career progression for aides, (3) recruitment, selection, placement, and reassignments of aides, (4) training programs, (5) evaluation of job performance and aide programs, and (6) information on funding and administration of aide programs. Following this summarizing section is a more thorough discussion of each of the above topics, including a comparative analysis of the nineteen programs studied and descriptions of specific materials and procedures that are intended to be of practical value in the initiation and/or implementation of a teacher aide program. Appendices include a guide for the interview survey used by the study group and an outline of a preservice training course for social workers and teacher aides from the Minneapolis Public Schools.

36. Rittenhouse, Carl H. Paraprofessional Aides in Education. PREP. XII. Washington, D.C.: Division of Information, Technology, and Dissemination, Office of Education, Department of Health, Education, and Welfare, [1969]. 53 pages. ED 034 906 MF $0.65 HC $3.29.

Paraprofessional aides in education are used primarily to free teachers to perform the professional functions for which they are trained. The nine documents in this kit are the result of a nationwide survey of research and development findings and current practices in the use of paraprofessional aides. The subjects discussed in this report are: planning, funding, and administering aide programs; roles and

functions of aides; recruitment, placement and supervision of aides; and evaluation of aide performance and programs. Also included are a list of sources for aide program information, samples of aide training programs and a list of current related documents available from ERIC. This study is based on the final report, An Interpretive Study of the Use of Paraprofessional Aides in Education, by Carl H. Rittenhouse.

37. Ross, Marlene, comp. Preparing School Personnel for Differentiated Staffing Patterns; A Guide to Selected Documents in the ERIC Collection, 1966-1968. Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1969. 74 pages. ED 028 155 MF $0.65 HC $3.29.

    This is a guide to 114 documents on differentiated staffing that were abstracted for Research in Education (RIE) from 1966-68. Part One presents summaries of the RIE abstracts according to subject area classifications, which include teacher-administrator relationships; the effect of programed instruction and educational media on the teacher role; the roles of the public school teacher, part-time teacher, supervisor, assistant principal, reading consultant, specialist, research-oriented teacher, and paraprofessionals; staff utilization; team teaching; curriculum organization; and innovation. RIE abstracts for the documents are reproduced in Part Two as the annotated bibliography.

38. Selden, David, and Bhaerman, Robert D. Instructional Technology and the Teaching Profession. QuEST Paper Series, Number 6. Washington, D.C.: American Federation of Teachers, 1969. 15 pages. ED 032 238 MF $0.65 HC $3.29. (Also available from American Federation of Teachers, Department of Research, 1012 Fourteenth Street, N.W., Washington, D.C. 20005, $0.20.)

    Examination of potential corrosive effects that the use of instructional technology could have on the teaching profession indicates that there are three problem areas where alternatives exist. First, educational objectives should be the criteria used in assessing the new approaches, the basic question being not how much use can be made of the devices but what their contributions are to the outcomes of education. Second, standards in such areas as class size, teacher qualifications, and instructional budgets must be maintained or strengthened, with technological devices such as statewide television networks following as supplements to instruction, not as substitutes for quality standards. Third, indications that the new media and appliances will provide a variety of new educational roles (leading to increased specialization) and will require additional personnel (thus increasing costs) have resulted in pressure to use varying pay grades for staff members. The proposed vertically differentiated staffing patterns, hierarchies in

which each teacher is paid according to the role he plays, will lead to divisiveness among teachers and will extend the disjunction between teachers and administrators. A preferred alternative is the increased use of paraprofessionals and a more flexible horizontal differentiation based on differing assignments and tasks with personnel still being paid according to the level of their academic degree and years of experience.

39. Sharpe, Donald M. Studying Teacher Classroom Behavior to Determine How Paraprofessionals Can Help in the Classroom. Washington, D.C.: National Commission on Teacher Education and Professional Standards, National Education Association, 1969. 20 pages. ED 033 897 MF $0.65 HC not available from EDRS. (Available from Publications-Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C., No. 521-15642, $0.10.)

The essential purpose of this paper is to illustrate the value of the Teacher Classroom Activity Profile (TCAP) in identifying and classifying teaching roles and in providing information that, if subjected to careful analysis, can lead to more effective approaches to the problem of role differentiation in the secondary school classroom. The author briefly describes the observational procedures used in a TCAP-based study of 1,097 secondary student teachers and reports the results (percent of classroom time devoted to various categories of behavior) in tabular form. He then presents and discusses the implications of seven hypotheses suggested by a preliminary analysis of the data (based on the seven categories of activity identified by the TCAP--i.e., management-nonlearning, management-learning, presentation, recitation, discussion, logical thinking, and attention to the thinking process). The analysis includes specific suggestions as to the ways in which teaching roles can be more effectively assigned and training programs more appropriately designed.

40. Sharpes, Donald K. Differentiated Teaching Personnel: A Model for the Secondary School. Doctoral Dissertation, Arizona State University, 1969. 144 pages. ED 035 614 MF $0.65 HC $6.58. (Also available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48103.)

The purpose of the study reported in this five-chapter document was to develop a model of differentiated teaching personnel based on student learning needs and to test the rationale for developing that model. The resultant semantic model (presented and illustrated in Chapter Four of the report) is designed to provide for effective interaction between teaching style and student learning while at the same time providing the kind of growth and advancement opportunities that will

enable and encourage teaching personnel to remain in the profession. The model differentiates secondary school staffing responsibilities according to the following: (1) general phases of a total school program--instruction, curriculum, facilities, testing, teacher evaluation, and responsibilities for students; (2) types or modes of learning-management activities under each phase--for example, large-group, small-group, or individually directed learning under the instructional phase; and (3) levels of responsibility in each activity--major, subordinate, or planning. Four submodels, developed to define teaching responsibilities of each of four kinds of teachers--assistant, associate, senior, and master teacher, are presented to illustrate the applications of the model to problems of staff utilization. Procedures by which the model rationale was validated are described in Chapter Five.

41. Smith, E. Brooks. A Model Professions Development Program for Elementary School Personnel (A Planning Draft for Discussion Purposes). Detroit, Michigan: College of Education, Wayne State University, 1968. 30 pages. ED 023 623 MF $0.65 HC $3.29.

This program model describes a plan which provides continuous professional education and appropriate general and special liberal arts studies to meet preparation needs of (1) paraprofessionals--such as classroom and instructional materials aides, (2) professionals--assistant, associate, or intern teachers, classroom instructors, and (3) career professionals--including supervising or directing teachers of school aides and interns, instructional unit leaders, and college clinical instructors whose professional work would contribute to the educational program in primary and middle schools. Included are brief job descriptions, premises upon which the model program is based, and an outline of the "different preparational programs to meet different entrance times into a professional sequence and different professional goals." A section on "Possible Model Structures for the Professional Clinical Experience Program in Cooperative Teaching Centers in the Public Schools" and one on "Cooperative Clinical Teaching Centers or Institutes as Centers for Education Professions Development and for Curriculum Innovation and Research" focus on the interinstitutional cooperation which would facilitate the clinical training experiences the program emphasizes.

42. Staley, Gerald J. "Volunteer Aides in Public Schools. Policies and Procedures in Oregon and Washington." Eugene: Bureau of Educational Research, University of Oregon. Oregon School Study Council Bulletin, 13, 7(1970). 50 pages. ED 041 862 MF $0.65 HC $3.29. (Also available from Oregon School Study Council, College of Education, University of Oregon, Eugene, Oregon 97403, $2.50.)

A survey of Washington and Oregon school districts with an average daily membership of five thousand or more indicated that little thought had been given to the legal and professional problems involved in the use of volunteer aides. This document provides examples of the best guidelines and procedures for programs intended to give adult assistance to the teacher, with a clear definition of the responsibilities of both the teacher and the aide, and a listing of the duties which the aide can undertake. A genuine need for the program should exist, with the support of the teachers, and when this is established the principal can decide on the number of aides required and how they are to be used. The appendices give details of the teacher's request for an aide, guidelines for the volunteer chairmen, guidelines for the aides, volunteer aide application form, the orientation and training of aides, guidelines for teachers and principals, annual evaluation of the aides by teachers, principals and school chairmen, performance self-evaluation by the aide, and application for a community resource volunteer.

43. Stocker, Joseph. Differentiated Staffing in Schools. A Review of Current Policies and Programs. Washington, D. C.: National School Public Relations Association, 1970. 50 pages. ED 042 727 MF $0.65 HC not available from EDRS. (Available from National School Public Relations Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036, No. 411-12754, $4.00.)

The first section of this special report defines differentiated staffing and gives the opposing points of view of supporters who believe that it is needed to upgrade the quality of instruction, provide more individualized learning programs, and encourage good teachers to remain in the classroom, and of opponents who regard it as a form of merit pay. The need for the full participation of all of the teaching staff in the design of the program is stressed, and some of the more common pitfalls and misunderstandings are outlined. Three profiles are included of school districts that have initiated differential staffing programs: (1) Temple City, California, where the successful organization of Oak Avenue Intermediate School is discussed in depth; (2) Cherry Creek, Colorado, where three elementary schools have used differentiated staffing with varying success, where a junior high school staff is divided over the idea (which has not yet been implemented), and where the senior high school staff is strongly opposed to the idea; and (3) Kansas City, Missouri, where a new elementary school and junior high school were designed and the staff selected for differentiated staffing, and where preliminary findings suggest that the programs are succeeding. A list of twenty-eight school districts throughout the country gives brief descriptions of other differentiated staffing programs already functioning or in the planning stage.

44. Stover, Michael, ed. The Temple City Story: New Careers in Teaching: Differentiated Staffing. California: Temple City Unified School District, 1969. 12 pages. ED 029 853 MF $0.65 HC $3.29.

This report of the Temple City, California, differentiated staffing project contains several articles describing progress made in the first three years of operation. The major article traces the history and development of the project, outlines the financial plan and schedule through 1972, and describes several characteristics of the model: (1) self-regulation of the teaching profession through teacher participation in evaluation and in the formulation of academic policies; (2) new roles for principals as "social managers" and chairmen of the academic senates; (3) inservice training programs offering instructional management studies, behavioral study of organizations, and instruction in model building and human relations for senior and master teachers; microteaching experiences for staff teachers; auxiliary training for paraprofessionals, and evaluation training for all. "The New Structure in Teaching" describes the responsibilities, training, salary, and tenure plans for the instructional staff of sixty associate teachers, eighty-five staff teachers, twenty senior teachers, and four master teachers, plus auxiliary personnel including aides at three levels, and clerks. Other articles describe the composition and function of the project steering committee and outline the flexible scheduling plan that allows for independent study and variable course structure through a school day divided into twenty-five fifteen-minute modules.

45. Thomas, Hadley A. The Teacher Aide Program. Arizona: Tuba City Elementary School, 1968. 20 pages. ED 027 996 MF $0.65 HC $3.29.

The Tuba City Elementary School, located in a Bureau of Indian Affairs sub-agency headquarters on the Navajo Reservation in Arizona, has conducted a teacher aide program since August 1965. Specific teacher aide duties have been developed for routine record-keeping, small-group and individual instruction, and supervisory activities. Teacher aides are used in ungraded primary grades, in intermediate grades, and to assist nurses, librarians, and home visitation officers. The aides are trained in operation of equipment, reporting procedures, and classroom operations through inservice training programs. Three aides attended a summer institute for teacher aides at Northern Arizona University for undergraduate credit. Seniors in high school who wish to become teacher aides upon graduation may participate in a twenty-eight-week training program, during which time they receive $1.25 an hour.

46. Wayne County Intermediate School District. Studying the Contribution of the Paraprofessional and Planning for Their Recruitment, Selection, Training, and Use in the Wayne County Public and Nonpublic Schools. The Paraprofessional Study, Title III, ESEA. Detroit, Michigan: 1968. 62 pages. ED 036 903 MF $0.65 HC not available from EDRS. (Available from Dr. Arnold Glovinsky, Director, Paraprofessional Training Project, 1500 Guardian Building, Detroit, Michigan 48226, free.)

The findings of an ESEA Title III study designed to assess the feasibility and utility of the paraprofessional concept in education are presented. This study involves: (1) an observation and evaluation of existing paraprofessional programs, primarily in Wayne County, Michigan; (2) a comprehensive study of the literature; (3) a review of relevant community college and university course offerings; (4) an examination of negotiated contracts that include paraprofessional provisions; and (5) an analysis of an interinstitutional training program for paraprofessionals. The findings of the study are presented in the form of answers to the following key questions: (1) At what point does the work of the paraprofessional conflict with the responsibilities of the school professional? (2) What kinds of paraprofessional positions are currently held, and what additional positions are needed? (3) What types of training programs will produce desirable paraprofessional skills? and (4) What type of basic demonstration program would be of value to districts of different sizes and needs? The appendix includes a list of specific performance objectives for paraprofessionals.

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